

Year 4 – Mr. Churchill

Friday 8th January 2021

English

This English task is a continuation of the task set yesterday and continues to focus on the key skill of reading comprehension, thus there is not a separate reading task for today. Please read the extract and answer the questions that follow as accurately as you can. Remember to re-read the text as often as you need to and make sure you actually answer the question.

English-Reading

Please read your chosen text for at least 20 minutes today-thank you.

Mathematics

In mathematics, we are continuing looking at multiplication and division, specifically efficient methods. Please watch the following video and complete the attached worksheet:

<https://vimeo.com/492101020>

Our Curriculum

Please use some time today to complete the work started on your leaflet/brochure for your chosen destination.

Prayer-The Lord's Prayer (see resource below)

Emotional Wellbeing Activity

Theme – Well being

Make some time to play some games with a sibling, parent, grandparent and focus on enjoying the time spent together.

English resource:

"Meemu!" Little Sammy laughed, as he peered down to the end of his bed. There, heaving itself onto his solar system duvet, was a fluorescent-green creature. It was about the size of a teddy bear with bright yellow strands of hair. It had huge, maroon eyes and a massive mouth. It sat down and smiled, glowing brightly, and making a cooing sound, which was sort of a cross between the noises a pigeon and a baby might make. "Coo-coo," Little Sammy said, as if he understood the creature.

"Hemmmmmo," the tiny creature repeated.

"Yes, hello, Meemu," Little Sammy replied, turning on his bedside lamp. "We've already been through that." As soon as the light was on, the creature's bright colours disappeared. It looked rather plain now, with wrinkly grey skin and scraggly hair. Its eyes were still big and dark, though, which Little Sammy thought made it look quite cute.

"Meemu wanna go home," the strange thing said.

"I know," Little Sammy said. "Did you get what you needed?" The creature nodded, crawled up the bed and unzipped a bag that he was carrying.

"Meemu like," the creature giggled as it threw out a watch, a tablet, an electric razor, a hairdryer, a load of wires, two chocolate biscuits and a packet of midget gems.

"Meemu," Little Sammy sighed, "you're making a trans-dimensional space portal so that you can finally travel back to your home planet... why did you bring sweets and biscuits?"

The creature looked at his human friend as if he was mad. "Gemses power for machine, silly Sammy," it squeaked, shaking its head. "Plus, Meemu likes taste of biscuities. Yum yum." The small alien began to attach wires, plug in sockets, download programs and nibble on biscuits.

After ten minutes or so, it had finished. "Ta-da!" it sang, holding its tiny arms aloft.



Q4: Draw a line to match the creature's body part to the adjectives that the author uses to describe them. There can be more than one adjective for each body part.

- | | |
|---------|------------|
| hair • | • yellow |
| eyes • | • massive |
| mouth • | • maroon |
| skin • | • grey |
| | • scraggly |
| | • wrinkly |



Q5: Find and copy three things that Meemu had in its backpack

- _____
- _____
- _____



Q6: How do you know that Sammy has met this creature before? Use evidence from the text to support your answer.

Q7: Why do you think that the creature's bright colours disappear when the light is switched on?



Q8: Why does the author choose to write Meemu's speech in broken English?

Mathematics Task resource

Problem solving

PS1)

Here are three number cards.



Dora, Annie and Eva choose one of the number cards each.

They multiply their number by 5

Dora says,

I did 40×5 and then subtracted 2 lots of five.



Annie says,

I multiplied my number by 10 and then divided 210 by 2



Eva says,

I halved my 2-digit number and doubled 5 so I calculated 21×10

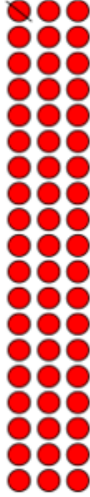


Which number card did each child have? Would you have used a different method to multiply the numbers by 5?

Reasoning

R1)

Teddy has calculated 19×3



$$20 \times 3 = 60$$

$$60 - 1 = 59$$

$$19 \times 3 = 59$$

Can you explain his mistake and correct the diagram?

Fluency

F1)

Class 4 are calculating 25×8 mentally. Can you complete the calculations in each of the methods?

Method 1

$$25 \times 8 = 20 \times 8 + 5 \times 8$$

$$= 160 + \square = \square$$



Method 2

$$25 \times 8 = 5 \times 5 \times 8$$

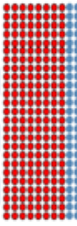
$$= 5 \times \square = \square$$



Method 3

$$25 \times 8 = 25 \times 10 - 25 \times 2$$

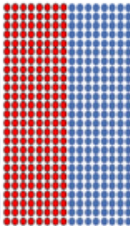
$$= \square - \square = \square$$



Method 4

$$25 \times 8 = 50 \times 8 \div 2$$

$$= \square \div \square = \square$$



Can you think of any other ways to mentally calculate 25×8 ? Which do you think is the most efficient? How would you calculate 228×5 mentally?

Prayer resource

The Lord's Prayer

Our Father in Heaven,
Hallowed be Your name,
Your Kingdom come,
Your will be done,
On earth as it is in Heaven.
Give us today our daily bread.
Forgive us our sins,
As we forgive those who sin against us.
Lead us not into temptation,
But deliver us from evil.
For the Kingdom, the power
And the glory are Yours
Now and for ever.
Amen.



